

INNOVATIVE SOLUTIONS NEEDED ... AS NEVER BEFORE

Illinois Council on Continuing Higher Education (ICCHE)
Association for Continuing Higher Education (ACHE)
February 11, 2010

Laurance J. Warford
League for Innovation in the Community College

Weather

City
Excitement

**Why I love to come to
Chicago in February**

See
Colleagues

Shopping on
Magnificent
Mile

Great Lakes Region



Public University	Community College
What is your place of employment?	
Private University	Other



9/11	Economic Recession
Which presents the greatest challenge to education?	
Wars	Political Leadership

Strongly Agree	Agree
The events of the decade had a negative impact on continuing higher education.	
Disagree	Strongly Disagree

- Ten World “Flatteners”
- Convergence
- Quiet Crisis



Fall of Berlin Wall	Internet
According to Friedman, what was the first “world flattener”?	
Uploading	Out-sourcing

Fall of Berlin
Wall

Internet

**What has had the most impact
on the world?**

Uploading

Out-
sourcing

A Digital Society

...with ubiquitous access to:

web
cell phones
photo image capability
in-car global positioning systems
digital streaming
wireless connectivity
plasma TVs

**CHANGE IS CONSTANT – REQUIRING
NEW ROLES FOR EDUCATION**

Rapid Change

- If you wear a digital watch, you are wearing more computing power than existed in the entire world before 1961.
- A 2000 Ford Taurus had more computing power than the multimillion dollar NASA mainframe computers used in the 1970s Apollo space program.

Edward Gordon, *2010 Meltdown* (2005)

Germany
& Russia

China &
India

**Which countries have seen the level
of education in their workforce drop
in the last decade?**

U.S. &
Germany

Russia &
U.S.

55

65

**Out of 100 9th graders in U.S.
how many will graduate with
their class?**

75

85

**Out of every 100
ninth graders....**



**Approximately 65 will graduate
from high school**



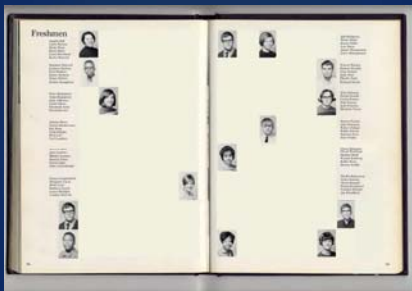
Approximately 39 will enter college



**Approximately 26 are still enrolled
in the sophomore year**



Approximately 15 will graduate
from college



Strongly
Agree

Agree

**The stimulus bill is helping/will
help me better serve adults.**

Disagree

Strongly
Disagree

Learner Populations

K-12	42 million
Higher Ed	16 million
Adult Learners	90 million

Adults in U.S.

- 80-90 million do not have skills to get or advance in family wage jobs.
- 27 million do not have a high school diploma.
- 40% of working adults do not read at high school grade level.
- 9 million unemployed workers do not have knowledge or skills for jobs
- Basic skills currently enroll 3 million...need to increase to 20 million
- PLUS catch up, keep up in technology (technical information doubles every 72 hours)

Today's Workers

- 80% willing to participate in training outside the workplace.
- Majority realize training beyond high school is needed.
- Major obstacles are time, methods, cost.

Today's Employers

- Demanding better-educated workers
- Feel they have an undertrained workforce
- Most feel government has no responsibility for funding worker training
- Companies that are growing are more likely to offer training

- Most education reform is driven by a belief that the system is badly broken and must be fixed. In fact, the system is quite successful in fulfilling its historical mission of preparing children for an agricultural and industrial economy. It is not broken. It is a well-oiled machine doing the wrong thing.



Paul Houston
Phi Delta Kappan
(June, 2007)

Strongly
Agree

Agree

**Do you agree with
Paul Houston?**

Disagree

Strongly
Disagree

**Do you know and support the
concept of LILAs?**

Know About,
Support

Know About,
Don't Support

Need to Know
More

Universal Eligibility

- Pays for direct education costs
- Employee controls account
- Voluntary
- Employer Match
- Employees develop training plan

**I support the development of
LILAs.**

Yes

Unsure

No

Career Pathways – A Lifelong Learning Continuum

YOUTH	ADULT
Emerging Workforce	Transitional / Incumbent Workforce
Pipeline / linear	Learning Swirl
Compulsory / schooling	Necessary but fragmented multi-responsibilities
Courses / credit / degrees	Short term / intensive/ "chunked"/ distance
Homogenous age	Wide variety of life experience / language / etc.

Old Paradigm

School → Work → Retirement

New Paradigm



**LEARNING
SWIRL**

Career Pathways – A Lifelong Learning Continuum

YOUTH	ADULT
Emerging Workforce	Transitional / Incumbent Workforce
Pipeline / linear	Learning Swirl
Compulsory / schooling	Necessary but fragmented multi-responsibilities
Courses / credit / degrees	Short term / intensive/ "chunked"/ distance
Homogenous age	Wide variety of life experience / language / etc.

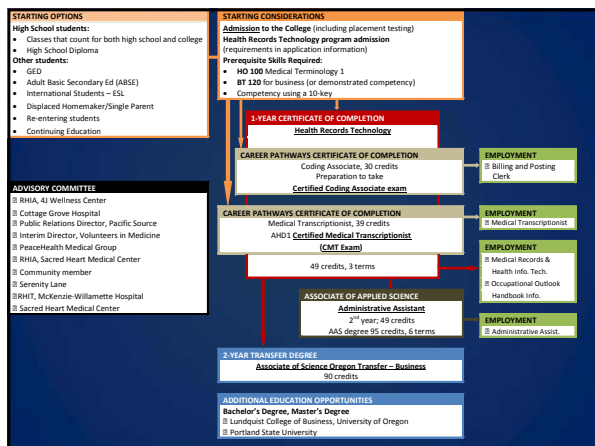
CCTI Career Pathways Template

COLLEGE NEW SCHOOLING				COLLEGE PATIENTS PATIENTS			
GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	BUSINESS COURSES RECOMMENDED ELECTIVE COURSES OTHER ELECTIVE COURSES LIFELONG AND TECHNICAL EDUCATION COURSES		
9							
10							
11							
12							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7							
Year 8							
Year 9							
Year 10							
Year 11							
Year 12							
Year 13							
Year 14							
Year 15							
Year 16							
Year 17							
Year 18							
Year 19							
Year 20							
Year 21							
Year 22							
Year 23							
Year 24							
Year 25							
Year 26							
Year 27							
Year 28							
Year 29							
Year 30							
Year 31							
Year 32							
Year 33							
Year 34							
Year 35							
Year 36							
Year 37							
Year 38							
Year 39							
Year 40							
Year 41							
Year 42							
Year 43							
Year 44							
Year 45							
Year 46							
Year 47							
Year 48							
Year 49							
Year 50							
Year 51							
Year 52							
Year 53							
Year 54							
Year 55							
Year 56							
Year 57							
Year 58							
Year 59							
Year 60							
Year 61							
Year 62							
Year 63							
Year 64							
Year 65							
Year 66							
Year 67							
Year 68							
Year 69							
Year 70							
Year 71							
Year 72							
Year 73							
Year 74							
Year 75							
Year 76							
Year 77							
Year 78							
Year 79							
Year 80							
Year 81							
Year 82							
Year 83							
Year 84							
Year 85							
Year 86							
Year 87							
Year 88							
Year 89							
Year 90							
Year 91							
Year 92							
Year 93							
Year 94							
Year 95							
Year 96							
Year 97							
Year 98							
Year 99							
Year 100							

New Paradigm



LEARNING SWIRL



Strongly Agree		Agree
The Career Pathway concept is important and effective for continuing education students.		
Disagree		Strongly Disagree

Yes, Both		Yes, Transcript
In our CE program we provide a transcript or electronic portfolio for noncredit instruction.		
Yes, Portfolio		No

Transcripts

Traditional Carnegie units – which define “seat time” – don’t tell employers what they want to know: does a person have the skills to perform the job?

Ideally, transcripts should tell employers and other schools “what the student knows and what the student can do.”

Terry O'Banion, Former President/CEO
League for Innovation in the Community College

Transcripts

This information should be comprehensive and easily accessible – following a student through jobs and schools.

It should be a “lifetime resumé.”

Tony Zeiss, President
Central Piedmont Community College

Strongly
Agree

Agree

**Keeping a record of CE
increases value of that learning.**

Disagree

Strongly
Disagree

Traditional Limits on Education

Time-Bound

- Class hours
- Semester course
- School year

Place-Bound

- Campus
- Classroom
- Library

Bureaucracy-Bound

- Linear/sequential
- ADA/FTE
- Credit/grade

Role-Bound

- Expert
- Lecture
- Sole judge

Source: “Creating More Learning Centered
Community Colleges,” O’Banion, 1997

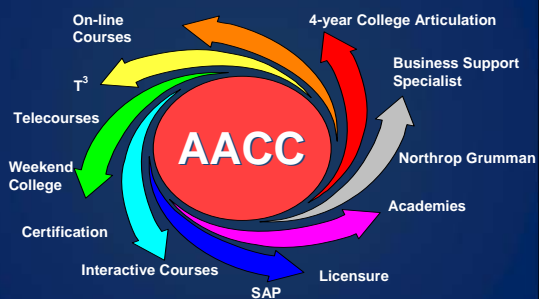
New Paradigm for Learning

- Old: “Silos” of learning
- New: “Cyclone” of learning

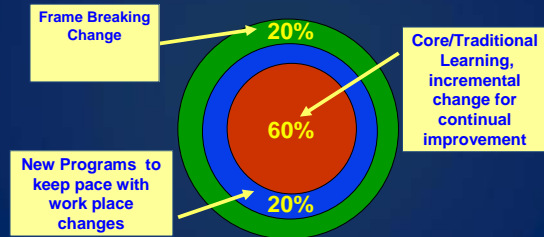
Learning (old)



Learning (new)



60/20/20 Change Model



Alfred and Carter
Consortium for Community College Development
University of Michigan

Vision and Mission

For each criteria, rate its degree of importance to your college's mission and goals, and the degree to which you believe it has been implemented across the college. Use 1 as the lowest rating and 5 as the highest.

Degree of Importance	Vision and Mission	Degree of Implementation
1 2 3 4 5	The college's vision and/or mission statement(s) reflect (s) the importance of the continuing education and workforce development function at the institution.	1 2 3 4 5
1 2 3 4 5	The college's mission statement places the continuing education/workforce development unit on par with the other instructional units.	1 2 3 4 5
1 2 3 4 5	The continuing education/workforce development unit of the college has crafted its own vision/mission statement with input from all levels of staff within the unit.	1 2 3 4 5

- Strategic Planning
- Organization and Administration
- Instructional Programs and Offerings
- Fiscal Affairs: Budget and Finance
- Marketing
- Internal/External Partnerships/Collaboration

Toward Innovative Solutions

- Capacity Building vs. Losing Ground
- Benchmarking: External vs. Insular
- Brokering vs. Competition
- Integrated vs. Peripheral
- Challenge Underlying Assumptions vs. Status Quo
- Strategic Direction vs. Operational
- Sustainable vs. Short-Lived
- Frame Breaking vs. Core Business

National Themes and Trends

Colleges are attempting to blur the lines between credit and continuing education – the silos that have existed need to be re-examined.
Degree of importance I place on this.

Very
High

Low

High

Very
Low

National Themes and Trends

Adult continuing education is playing a significant role in meeting the demands of record enrollment at a time of fiscal constraints.

Strongly
Agree

Strongly
Disagree

Agree

Disagree

National Themes and Trends

Colleges are developing learning opportunities for both credit and continuing education as a way to meet demand.

Agree
Both

Credit
Only

Cont. Ed.
Only

Disagree

National Themes and Trends

Colleges are recognizing the need to become more adaptable and flexible.

Strongly
Agree

Strongly
Disagree

Agree

Disagree

National Themes and Trends

There is an increasing recognition that college support services (e.g. student advising, financial aid, etc.) need to support credit and continuing education learners.

Strongly
Agree

Strongly
Disagree

Agree

Disagree

National Themes and Trends

Colleges are seeking ways to apply accountability standards to continuing education.

Strongly
Agree

Strongly
Disagree

Agree

Disagree

National Themes and Trends

Colleges are reconciling the expectation that continuing education is a “profit center” versus meeting the needs of the community is a “break even” point.

Strongly
Agree

Agree

Disagree

Strongly
Disagree
